**Littleport and East Cambs Academy**

**The Intent, Implementation and Impact of the**

**Child Development and Care Department**

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| **Curriculum overview** |
| About 1.5 million people, in the UK, work in early years and childcare Demand for both early years and childcare is likely to continue to rise due to the ageing population of the current workforce, so it will continue to play a key role in UK society. The demand for people to fill these vital jobs will continue to increase. The intention of this qualification Qualification is to ensure that each student has the opportunity to understand the wide range of vocational opportunities and entry routes in early years and childcare, and to challenge stereotypes such as entry routes and gender roles. This course could lead to a long term career within the sector.  |

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| **The Intent of the Child Development and Care Department** |
| What are the key drivers shaping the department’s curriculum? |
| The Child Development and Care Department at LECA aims to make lessons engaging and challenging but, above all, that are memorable and enjoyable. We hope to use our lessons to encourage our students to look at the world with an informed and enquiring mind. We believe that the most important part of our work is to equip all of our young people with the ability to live a full life, where they can become confident and questioning individuals and provide them with the future to which they aspire. The vision of the department at LECA is that it can become the means by which our students can become resilient individuals who are prepared and equipped for an ever-changing world to which they feel certain they can contribute in a meaningful way. |
| What does the department want to achieve through the curriculum that it is providing to students? |
| The department aims to help young people develop a sense of self-worth and the wisdom to see the world through the eyes of others and to understand their place within the world. We also want our learners to develop and have empathy for those around them, locally and globally and to be able to consider the dilemmas some people face from all walks of life.For this particular qualification, students will gain knowledge and understanding of:* How babies and children grow and develop over the course of their early years (0-5years)
* The range of settings available to support babies and children as well as their parents and carers
* Learning styles and how this can impact a child’s learning and development as well as their own
* The responsibilities of professionals within the sector
* The stages and sequence of child development and the impact that life events and influences can have.
* The importance of observing children to support their development
* Everyday care routines and the types of activities that support the development of independence as an interception to support children though transition periods during their first five years of life.
* Students will also develop skills that are essential for careers in both Childcare and the wider employment market generally. These include verbal and written communication, team working, working from a prescribed brief, working to deadlines, presenting information effectively, as well as accurately completing administrative tasks and processes.
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| How are the department’s vision underpinning the whole school curriculum? |
| The Chid Development and Care Department seeks to have high aspirations for all our students, support them to progress during their time at LECA, and encourage them to achieve the best that they are able to. We seek to design, implement (and evaluate) a curriculum which offers breadth and balance, impacts on students’ personal development and welfare and have positive impact on Level 2 CACHE courses While we support students to develop their knowledge and skills, we encourage them to ask questions, develop their understanding and build confidence in their own abilities. Students will be provided with transferable skills and tools to improve their learning in other subjects, thus enhancing their employability when leaving education.  |
| What data or information does the department use in order to plan an appropriate curriculum for your students? |
| As students progress to KS4 and 5 we will use prior attainment and assessment data to inform planning and future progression and development of sixth form opportunities. |
| What does the department do to ensure that students are prepared for the next stage of education, training or employment? |
| Our curriculum is designed to meet the needs of our young people, preparing them for adult and working life in the 21st century, contributing to both their personal development and future economic well-being. |
| How does the department plan to deliver the teaching of equality and diversity through the curriculum? |
| Throughout the Level 2 CACHE qualification equality and diversity is at the heart of what we do. A focus of quality and diversity is embedded into the curriculum. It underpins the professional practice within Childcare and Development, such as rights of a child in a diverse range of settings. Legislation is also introduced and what impact it has on both service users and providers. |
| How does the department order the content to ensure that it develops students’ knowledge, skills and understanding progressively? |
| The design of the level 2 qualification including the units available allow our students to explore more deeply the areas that are of interest to them. Students also learn the importance of softer skills such as communication skills. Students sit their exams, once all core units and assignments have been taught and assessed. |
| How is safeguarding built into the curriculum, including extremism, mental health, ( HRSE health, relationships and sex education, consent) etc.? |
| Our curriculum has time given to issues such as anti-bullying which all students access during anti-bullying week as well as Pride related matters. There will also be opportunity to embed local, national and international matters when they arise. The department also focuses on when appropriate British Values, relationships and sex education and mental health. |
| How does the department ensure that its curriculum is in line with the National Curriculum? |
| The curriculum has close links to other core subjects including English, maths and ICT. Where relevant links to other subjects will be made. Sequencing the curriculum will be evident throughout. |
| What cross-curricular opportunities does the department offer? |
| The department has many cross-curricular opportunities with Art, English, Science and RE. For example creative and therapeutic activities, human lifespan and development, written and verbal communication skills and culture, beliefs and empathy. |
| What are the future plans for the department? |
| Opportunities for educational trips.Links with other schoolsGuest speakersCommunity links being created  |

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| **The Implementation of the Child Development and Care Department** |
| How has the course been designed? |
| The Child Development and Care course has been designed as a two year course, beginning at the start of KS4. The course consists of mandatory units which will be taught and assessed in a sequenced order. Students will begin the summative assignment assessments before completing their exams. The course has been designed with an inclusive approach, supporting the diverse range of its students. This includes personalised resources and lessons for students at LECA.All Schemes of work and evidence of planning is available to review. Throughout this process, the lessons and schemes of work are ‘working documents’ and as such are under continual review.  |
| CACHE Child Development and Care provides a wide range of learning experiences which are accessible to students of all abilities. These involve: |
| * Activities to develop communication and presentation skills, both in individual and group scenarios.
* An emphasis on real world experiences, through the use of realistic case studies, and increasing the level of contact with cc workers and services, through trips and visitors.
* Aspirational teaching – all students are encouraged and supported to complete work tasks above their target grade as well as having a teacher with sector experience.
* 60%\* of the course is assessed through controlled coursework. Assessment tasks are clearly differentiated with clear instructions to facilitate independent working.
* Individual feedback is given on practice assessment tasks to facilitate further progress, along with regular opportunities to resubmit improved work

\*tbc |
| How will this course enrich students experience within Child Development and Care |
| The course will embed opportunities for guest speakers, educational visits and additional support sessions. Students will be taught the curriculum, with, real life events and current affairs being embedded. Students will also be taught by staff who have industry background within the development of Children and professionals involved in the early years pathways. |

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| **The Impact of the Child Development and Care Department** |
| What is the intended impact of this course? |
| The Child Development and Care course has the intended impact of:* Supporting 100% of its students in achieving a national recognised qualification. This will be evident through the performance tables
* Widening students knowledge of the world around them
* Opening opportunities for students to explore potential KS5 courses as well as higher education and employment.
* Build resilience, promote a growth mindset and develop students confidence as well as other soft skills to prepare them for their future
* Connections between the local community and LECA students, studying Child Development and Care to be formed
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| How will the impact of this course be measured? |
| * The Percentage of students entering post-16 Child Development and Care.
* Raising aspirations through increased awareness and understanding of the range of Childcare careers and entry routes (measured through base line assessments, then destination surveys).
* Engagement, as evidenced through behaviour data.

 Progress attainment, as evidenced through coursework and exam results |